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ABSTRACT

Because there are too few minority mass media personnel and minority media owners of newspapers, magazines, and radio stations today, large segments of our nations's minority populations are not kept adequately informed about their respective communities. A corollary of this situation is that the White-majority mass media audience is prevented from gaining a true sense of what life is like for millions of Blacks, Asians and Hispanics as well as other minority Americans. Although the overall mass communications job market offers openings for minority personnel, these openings are not easy to fill. Several factors are responsible: (1) many talented members of minority groups go into other career areas; (2) journalism is not viewed by teachers or counselors as an area of opportunity for members of minority groups; (3) there are too few media role models; and (4) methods and attitudes found in both public and private educational institutions do not promote interest in communication careers for minority students. If mass communication career interest is to be developed among minority Americans, elementary and junior high school students need to be made aware that career possibilities exist, and more minority teachers at all levels are needed to provide giuidance and role models for minority students. (Fifty-four references within the end notes are attached.) (NH)

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Minorities and Mass Media Careers:

Pipeline Problems of the 1980s

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Bright, talented minority communicators are a vital and often missing part of what we have come to know as mass communication in America today. These men and women--from a rainbow of racial groups, all with significant population levels within our society--work in print and broadcast media as reporters, editors, photographers, news and information managers as well as administrators. Their contribution is great, their numbers relatively few on the face of a national population's ever-changing, yet darkening, complexion.

And in a society where the importance of understanding within and across social, ethnic and racial lines is crucial to mutual awareness, cooperation and progress, who can deny the necessity for higher levels of minority involvement and participation in America's mass media, from newspapers to novels, magazines to motion pictures, television to technical journals, radio to audio and video recording? In essence, virtually every segment of mass communication can benefit from minority involvement. And in reality, there are currently too few minority heads and hearts and hands to fill the bill.

Today, and at least in part because there are too few minority mass media personnel and minority media owners of newspapers, magazines and radio stations, large segments of our nation's minority populations are not kept adequately informed about their respective communities. Moreover, this same situaton keeps the white-majority mass media audience from gaining a true sense of what life is like for millions of blacks, Asians and Hispanics as well as other minority Americans.

Almost 20 years ago, violence erupted in the black ghettos of cities such as Newark, Philadelphia and Los Angeles. Later people began looking for answers to the question of "Why?" And one such group which sought to provide some insight into the situation was the Kerner Commission on Civil Disorders. That body's 1968 report stated in part that the frustrations of being a black in the United States have not been adequately communicated and that black thought, culture and history have been virtually ignored. Moreover, the Commission reported that most newspaper articles and most television programming at that time seemed to overlook the fact that an appreciable part of their mass media audience is black. "The world that television and newspapers offer to their black audience is almost totally white, in both appearance and attitude. As we have said, our evidence shows that the so-called 'white press' is at best mistrusted and at worst held in contempt by many black Americans." The report continued, adding that far too ofen the press acts and talks about blacks as if they do not read newspapers or watch television, give birth, marry, die, and go to PTA meetings. "Some newspapers and broadcast operations," the Kerner Commission observed, "are beginning to make efforts to fill this void, but they have a long way to go."(1)

And today almost 20 years later we still can ask how

much has changed and where must we go from here to increase the mass media participation levels not only of blacks, but of all minority Americans. Today many would say that still there are significant shortcomings in media coverage of minority groups in general, not just blacks. Problems also exist with Asians, with Puerto Ricans, Mexican-Americans and Native Americans as well as with other racial and ethnic populations. And one approach to alleviating such differences would be greater minority participation and representation in the editorial and production operations of print, film and broadcast media across the United States.

Such an effort is in the best self-interest of both the media and Amerian society as a whole. For in a free society such as ours it is a necessity for the media to have the respect and trust of all segments of that society. Anything less than this would seem to lead toward devisiveness and fragmentaion. And for American society to flourish and to grow in the years ahead, it must be united with shared ideas, attitudes and beliefs.

Moreover, if we are to have such unity, especially along racial and ethnic lines, the mass media--in the main, newspapers, magazines and broadcasting operations--may well be expected to provide the proper leadership toward the attainment of this goal.

Accordingly, few areas seem to be as crucial to bringing minority groups into the mainstream as that of providing good, balanced, news media coverage of minority segments of our society. Much of this coverage, as well as news work in the broad spectrum of American life, may and should be done by bright, talented reporters and editors from these minority groups. But recognizing the need for bright, talented minority group personnel in the news media is one thing; hirng them is another.

For while the overall mass communication job market, particularly in regard to print and broadcast media, is relatively tight, openings for minority personnel seem to be readily available virtually across the country, in cities and towns large and small, many without indigenous minority populations of any size. In any case, however, these openings are not all that easy to fill since there are several problems or considerations affecting the entire proposition of minority employees in mainstream American journalism and mass communication.

Following is an examination of at least some of the issues related to attracting those from minority populations into various fields of mass communication. The considerations are wide-ranging and include such diverse topics as the validity of nationwide testing and evaluation procedures; existing minority attitudes toward the majority, white-owned media of America; an unhealthy, negative attitude toward minorities on at least some college and university campuses; unrealistic hiring approaches and expecations on the parts of at least some mass media institutions; competition with fields other than mass communication for

"the best and the brightest" minority talent; perceptions and possibilities regarding racism and on-the-job discrimination in at least some mass media job areas; an absence of effective minority leadership in the recruitment and training of minority communicators; insufficient numbers of hireable minority college and university graduates interested in mass media careers; an inadequate number of appropriate media role models in news rooms and classrooms across the U.S., and the problems asociated with apparent or presumed deficits within target minority populations, e.g. language skills, writing and analytical ability, and the financial resources available (or unavailable) to complete educational requirements necessary for media employment on a professional entry level or management training track.

Overall, Minority Populations in the U.S.

If one is to truly appreciate where America is headed in terms of its population demographics, some recent information from the Commerce Department's Census Bureau might prove to be helpful in examining U.S. population shifts by race as well as by age.(2) This data may be examined from the perpective of delineating the mass media audiences of today and tomorrow as well as gaining some insight into the available pool of minority young people who hopefully will be drawn into active and productive lives as full-fledged citizens of the nation in which they live.

Today in the U.S. about 15.3 percent of the population is non-white or minority. Hispanics or those persons of Spanish origin are not included in either of the racial minority categories utilized in this study. In 1980 the proportion of non-white Americans was 14.1 percent. Between April 1, 1980, and July 1, 1986, the overall U.S. population went from about 227.1 million to 241.6 million for an overall increase of about one percent per year to 6.4 percent. In that same period, the white population went from 195.1 million to 204.7 million (up 4.9 percent), blacks moved from 26.8 million in 1980 to 29.4 in mid-1986 (up 9.8 percent), and those of all other races increased from just under 5.2 million in 1980 to about 7.5 million six years later for an overall jump of 45 percent.

So while the overall white population increased by just under 9.6 million between April 1980 and July 1986, non-white minority populations in the U.S increased by 4.95 million (2.62 million blacks; 2.33 million other races). In other words, fully one-third of the 14.54 million population increase realized between April 1980 and July 1986 is accounted for by non-white minority Americans.

When considerng age as a descriptor of the U.S. population, as of July 1, 1986, just over 41 percent or almost half of all Americans are under 25 years of age, about one percent greater than the proportion of under-25 whites. Of all blacks in the U.S., the 24-and-under group accounts for 46.2 percent. Other races account for 44 percent of

their population in the 24-and-under range.

Earlier in 1986, the Bureau of the Census released profile data on America's Hispanic population, indicating that it had reached 16.9 million by March 1985 for a net increase of 16 percent since the 14.6 million reported in the 1980 census.(3) In this five-year period, it was estimated that the Hispanic proportion of the total population grew from 6.4 percent to 7.2 percent. And when considering a breakdown by type of Spanish origin, Mexicans account for 10.7 million (60.6 percent of total Spanish origin population; 4.4 percent of total U.S. population as of March 1985), Puerto Ricans number 2.56 million (15.1 percent of total Spanish origin; 1.1 percent of total U.S. population), Cubans are 1.04 million (6.1 percent of total Spanish origin; 0.4 percent of total U.S. population), and "Other Spanish" (Central or South American and other Spanish origin) pick up just under 3.1 million (18.1 percent of total Spanish origin; 1.3 percent of total U.S. population).

Moreover, it was reported that the Hispanic population in the U.S. is getting somewhat older with the median age being 25. The median for the non-Hispanic population is 32, according to the 1986 Bureau of Census report.

Here are some additional demographics on the nation's Hispanic population as of March 1985:

--Hispanics still lagged behind the rest of the nation in major socioeconomic areas. About 14 percent aged 25 and over had completed fewer than five years of school, compared with two percent for all others; only 48 percent had completed high school compared with 76 percent for all others, and only eight percent had completed four or more years of college compared with 20 percent for all others included in the census study.

--Of the 3.9 million Hispanic origin families included in the survey, 72 percent consisted of married-couple families and 23 percent consisted of families maintained by women with no husband present. No accounting was given for the remaining five percent.

--About 7.4 million Hispanics aged 16 and over were in the civilian labor force as of March 1985. The Hispanic unemployment rate was reported at 11.3 percent as opposed to the non-Hispanic rate of 17.4 percent.

--Hispanic families in 1984, according to the survey, had a median income of $18,800, while the non-Hispanic median was $27,000.

--In 1984, the proportion of Hispanic families below the poverty level was more than double that of non-Hispanic families; 25 percent as compared with 11 percent.

When considering Native Americans, historians estimate that at the time of the arrival of Columbus near the end of the 15th Century, there were about 14 million Indian people within the present geography of the United States.(4) Today in the mid-1980s the U. S. Department of Commerce census statistics indicate that there are just over 1.4 million Native Americans in the U.S. for a net population loss of

more than 12 million. In any case, and while the current figure is suspect because of census non-participation by some tribes, the point is made that those who once made up the principal population of this country are now one of its smallest minorities.(5)

Moreover, the Asian-American population of the U.S. has been perhaps the fastest growing segment with a jump of 125 percent between the 1970 and 1980 censuses. By the mid-1980s, 4.1 million or about 1.8 percent of all Americans were of Asian descent. And while most of the increase, about 1.8 million, came through immigration between 1973 and 1983, the influx appears to be continuing. Most of this growth has occurred since passage of the Immigration Act of 1965 permitted large-scale entry by Asians. Accordingly, Asians in recent years have made up more than 40 percent of all newcomers to the U.S. This is in spite of the act's arbitrary quota system allowing no more than 20,000 immigrants per country per year. One result is backlogs of individuals awaiting immigration in such countries as South Korea (120,000) and the Philippines (336,000). So by the mid-1980s, the term Asian-American included about one million Chinese from all parts of China and Vietnam, about 800,00 Filipinos, 700,00 Japanese, 500,000 Koreans, 400,000 East Indians, and lesser numbers of others such as Moslem Cambodians, Catholic Hawaiians and Hmong tribesmen.(6)

Early and Secondary Minority Education

". . . effectiveness of schooling is closely bound up with equality and equity of education. Class and race barriers ensure that poor and minority children will receive ineffective education. Those who seek to abstract educational effectiveness from its social and racial context are mistaken. Decade upon decade of experience and research, both here and abroad, suggest as much. The search for equal and equitable education, on the other hand, seems short-sighted in the absence of a concern for educational effectiveness." This was the principal viewpoint of an analysis by Meyer Weinberg of a large body of research on the schooling of poor and minority children carried out during the 1970s and earliest 1980s.(7)

In his introduction to The Search for Quality Integrated Education: Policy and Research on Minority Students in School and College, Weinberg also observes that Americans are finally beginning to overcome the sentimental paternalism of the 1960s, the earmarks of which included a view of the uneducated as having brought their ignorance upon themselves, and a stance of neutral innocence of schools in this process of uneducating. Weinberg also says that what was never addressed or acknowledged was the structural racism that largely guided the schools as well as the significance of growing parental organization as part of the burgeoning civil rights movement. This movement is credited by Weinberg with making into a national issue the sweeping

ineffectiveness of America's urban schools. Up for challenge was the attribution of instructional failures to individual failings of students whose race or economic class was other than the standard for the general or majority population. In this regard, Weinberg cites as examples the presumed inability of some children to learn because of their social class and the supposed inevitability of lower achievement among minority children.(8)

When considering schooling for the Spanish-speaking urban child or those of Spanish origin, it is important not to classify everyone in one single, stereotyped group any more than one would lump all blacks, whites, Asians or Native Americans together. Origins by nationality, culture, ethinic group or culture are important for everyone, including the Spanish-speaking or those of Spanish origin. Moreover, the problems common to many blacks, other minorities, and many of Spanish origin include relatively poor housing, poor jobs, poor food, poor education, poor governmental representation and defacto segregation. Accordingly, Ogletree and Garcia write that for such minority groups the schools can not be relied upon as the major springboard for the upward social mobility of the newly arrived or the poor. Public schools no longer are able to educate the poor or the culturally different since they are now middle-class institutions charged to teach a common language, work habits, political faith, national faith and the values of the dominant culture. Ogletree and Garcia also lay much of the blame for this situation on increased industrialization and technological growth, requiring the schools to be a "formal socialiazation agency of society."(9) Add to this the consideration that many minority people do not speak English as a first language in the home and have difficulty with English-only instruction in public schools. Bilingual programs of instruction are efforts to alleviate the language barrier to learning, particularly for Spanish-speaking children.

Citing the work of Colin Greer in The Great School Legend (New York: Viking Press, 1973), the question of public schools being an effective agency for change is addressed. If the schools are agents of social mobility or regeneration, why aren't the following observable in society as a whole:

1)Why aren't blacks and other minority groups after a number of generations assimilated into the middle class culture?

2)Why aren't Puerto Ricans and blacks, the new migrants, moving wholesale across the cities they live in and out into the suburbs?

3)Why aren't the schools providing equal opportunities and treatment in terms of children's socioeconomic, ethnic and cultural background in a broad sense?

It is Greer's view that in the past poor people did not succeed socially or economically though the schools, but first succeeded economically outside the educational institutions. Then the new economically stable parents

began to pressure their children, teachers and schools to assure scholastic success for their offspring.(10)

Ogletree and Garcia write that Greer's theory is supported by the fact that those children whose familial socioeconomic background and experiences are most like those that the schools embrace succeed in the educational process:

1) School achievment is positively related to social class and cultural status.

2) Parents with more education, income and higher status jobs produce children who perform better in school

3) The more the child is like what the school expects, the better he will achieve.(12)

In the preface to his world bibliogrphical work, The Education of Poor and Minority Children, Weinberg writes that in the 20,000 or so entries that appeared between 1979 and 1985 a common theme appears: "Many processes affecting education of poor and minority children in other countries resemble those in the United States. The heritage and contemporary shape of racism are preeminent. Slavery and other forms of unfree labor deeply influenced the development of many countries' educational instituitons. Economic inequality and cultural exclusion are common features of the world educational scene."(13)

Accordingly, perhaps one of the most thoughtful efforts to address the problems of minority education in the U.S. was the report from a national policy conference on postsecondary programs for the disadvantaged held at Wingspread, Racine, Wisconsin, in June 1982.(14) After emphasizing the need for quality education for all, including minority and disadvantaged students, and underscoring the interrelatedness of all levels of education--e.g. achievement at elementary and secondary levels increase the likelihood of success at postsecondary levels--the following positions (shortened and paraphrased below) in regard to quality education were recommended by conference participants:

1) Equal educational opportunity for minorities and the disadvantaged must be interpreted as an ewqual opportunity for excellent academic preparation at all levels, based in the essential disciplines for graduation from secondary, undergraduate and postgraduate institutions.

2) The most important quality indicator for an institution must be its success in ensuring that it educates students to meet performance standards that enable them to function effectively in the next steps in their education and their careers, and not the level of preparation of the students it admits.

3) An educational institution's value must be measured by the extent to which they educate students without compromising appropriate exit standards.

4) Higher education institutions have a particular responsibility to improve the preparation and training of students who will become elementary and secondary school teachers, especially those who will be teachers of minority and disadvantaged students.

5) Elementary and secondary schools must strengthen curricula and instruction across the board so all students, particularly minority and disadvantaged students, can develop the appropriate competencies for transition to post-secondary education.

6) State and local boards of education are urged to set goals or high achievement by all students in reading, writing and mathematics, establish management and instructional routines for attaining these goals, monitor these routines regularly, and urge principals and faculties in schools with low-income and minority students to set high expectations for those students' academic success and to act on the belief that such students can perform at high levels and meet rigorous high school graduation standards. In addition, the following:

- --Reaffirm the principals' responsibility for providing a climate conducive to learning.
- --Assist in the development of strategies and concepts that lead to high student achievement
- --Reaffirm teachers' responsibility for successful teaching.
- --Set competitive exit requirements in mathematics and scientific literacy to enable minority and disadvantaged students to be successful in future endeavors.
- --Review all high school curricula to make sure that the contibutions of all American cultures are represented.
- --Provide bilingual instruction, including instruction in content areas, in the students' native languages.
- --Orient high school instruction more toward achieving competency and skill mastery rather than subject-matter mastery.
- --Give more time to instructional activities and do away with routines that diminish this time.

7) Special efforts must be made to encourage and prepare minority students to enter careers in which they have been traditionally underrepresented such as math, science, doctoral and law degrees.

8) Federal, state and local governments are urged to encourage, stimulate and implement actions based on the preceeding (7) above.

9) The effectiveness of postsecondary opportunity programs for the disadvantaged must be recognized in that they promote access and help students who might otherwise not have had the benefit of a college educaton.

10) Successful postsecondary opportunity programs have a number of common elements including good organization, expectations of student success, accurate advice and counseling, commitment, good communication between secondary schools and two- and four-year colleges, clear outlining of expectations, and continuous monitoring.

11) All students must be treated with dignity, regardless of their previous experiences, present qualifications, financial need, major or need for special assistance.

Positive ego reinformcenent and acceptable self-image are bases of success.(15)

Reflecting on the enthnicity of American society, Banks writes that Americans function within several cultures, including the mainstream culture and various ethnic subcultures. This multiethnic ideology suggests that a major goal of school reform for the future should be to help students develop cross-cultural competency consisting of the skills, attitudes, and abilities needed to function within their own ethnic subsociety and the universal American culture as well as within and across different ethnic cultures. Accordingly, Banks observes, educators who want their schools to reflect a multiethnic ideology must focus on a number of factors including school policy and politics, the ethnic and racial composition of the the school staff, its attitudes and perceptions, the formalized and hidden curriculum, the learning styles and cultural behavioral patterns favored by the school, teaching strategies and materials, the testing and counseling program, languages and dialects sanctioned by the school, and the role of the community in the school.(16)

The Minority Family and Education

"Helping my son to do well in school is a sacred duty; you want your family to do well." These are the thoughts of Le Thi Ngoc, 33, a computer technician and mother living in Fremont, California. Each day upon returning from work and preparing dinner, Ngoc spends two hours helping her son Alan, 10, with his homework. It is a routine about which Thomas Sowell, an economist at the Hoover Institution at Stanford, who grew up in Harlem and has written widely about race and education, says: "Asian parents are teaching a lesson that otherwise isn't being taught in America anymore. Asian kids study harder than do white and black kids and are therefore getting better grades."(17)

Today Asian-Americans make up only about 2.1 percent of the population, but at Harvard they constituted 11 percent of the freshman class in the last school year; at M.I.T., it was 18 percent. Moreover, one-quarter of all undergraduates at the University of California at Berkeley are Asian-Americans. In addition, in the spring of 1986 the top five Westinghouse Science Talent Search prizes for high school students all went to Asian-Americans. In attempting to try and determine why Asian-Americans do so well in school, many of the studies seem to agree that Asian or Asian-American parents are able to instill in their children a much greater motivation to work hard. Moreover, a University of Michigan psychologist, Harold W. Stevenson, who headed a six-year study of kindergarten and elementary students in the U.S., Japan and Taiwan, feels that Asian-Americans work harder largely because they share a greater belief in the efficacy of hard work and the adaptability of human nature. "When we asked mothers from three countries what determined success in

school," Stevenson said, "Japanese mothers gave the strongest rating to the idea that anyone can do well if he studies hard." Chinese mothers were in close agreement. American mothers, however, were most likely to attribute academic success to natural talent."(18)

Consider this example of family influence on Asian-American student achievement: Katherine Chen was a straight-A student in one of San Francisco's competitive admission high schools which currently has 65 percent Asian-American enrollment. She enrolled in Stanford in the fall of 1986. "In the Chinese family," Chen says, "education is very important because parents see it as the way to achieve. With that environment, it's natural to study. My friends are that way too. It's not a chore. They know the benefits."(19)

In contrast, the families of Native Americans are seen in a different light when it comes to educating their children. McQuiston and Brod, in the Journal of Thought, write: "Within a communal, familial, and tradition-based culture, Native Americans tend to disdain the formal delegation of education for a design based on individual experience and need. Family, friends, elders, peers, and those who had had a wide range of experience all share in the educational process; education is not delegated to a formally defined set of individuals. Within a Native American cultural context, one learns nature from being in natural settings rather than in a schoolhouse."(20)

Accordingly, McQuiston and Brod say that the Native American student is typically taught by an Anglo teacher using non-Indian language, examples, illustrations and textual materials. "A largely rural and impoverished population, Indian children have the added burden of relating to urban, middle-class ideals. Such differences increase the cultural unbelievability of the educational experience and leave Native Americans without the extra-curricular reinforcemnt of schooling that is available to the children of the dominant culture."(21)

Parents of Native American schoolchildren are seen as those who, upon recognizing the Anglo role models of competition and status-striving within the outside, dominant culture, seek to insulate their children from the failures of competition by socializing them to their position on the status ladder, consequently preventing visions of upward mobility within the broader society. Moreover, in poor, urban neighborhoods with other disadvantaged children, status stability is further reinforced by peers. In this context, according to McQuiston and Brod, tribal, familial and cultural conformity demands social accessibility, cooperation and a personal goals orientation toward the well-being of all. And for Native Americans in the urban setting, the barriers of language, social class and social context still exist.(22)

When taking a broader view of public education as it relates to minority students and their families, McQuiston and Brod write: "Native Americans, Cubans, Haitians,

Vietnamese, Hmong, Mexicans, blacks and others form an important population. A plethora of modifications to exisiting educational systems has been used to try to offer an equal and integrated education for all, yet with limited success; they merely attempted to enfold the ethnic group into the inflexible cultural system. Why should students not be able to learn their own parent culture in school as well as that of others? Why should they not have access to the goals of their parents and their culture?"(23)

Echoing this view regarding culture and education is Herbert Grossman, director, bilingual/cross cultural special educaton programs at San Jose State University, San Jose, California: "Hispanic students have had a lower rate of success in school than many other ethnic groups. While some individuals attribute this problem to an inferior Hispanic culture, many others believe it is caused by an educational system which does not provide Hispanic students with a culturally appropriate education." Grossman adds that to do so would increase the Hispanic student success rate in school, enabling them to become more productive members of society.(24)

Accordingly, one section of Grossman's research effort dealt with Hispanic and non-Hispanic perceptions that the importance of family and community was greater in Hispanic culture than in the mainstream American culture. It also was agreed that Hispanics tend to be willing to make sacrifices for the benefit of family, friends and community. Grossman also reported that Hispanics tend to judge people in terms of their personal qualities--who they are--rather than in terms of their accomplishments--what they are. It also was agreed across both study groups that Hispanics emphasize people over ideas.(25)

Perhaps one of the most significant studies conducted of minority families as educators was conducted by Reginald M. Clark, while working toward his doctorate at the University of Wisconsin, Madison, in the late 1970s. Clark studied 13 poor black families in Chicago in an effort to discover patterns of family living which encouraged academic success of high-achieving black students. Clark observed 22 practices characteristic of families of academically successful black high school students as well as nine that characterized the homes of academically less successful students. The successful characteristics (in summary) are:

1. Parents view the family role in the educational process as an important one.
2. Parents consistently stressed to the student the importance of schooling and education.
3. Students believe in the importance of post-secondary education.
4. Schooling (per se) is seldom pursued soley for knowledge's sake.

5. Students see school attendance as their responsibility.
6. Parents guide, direct student into social activities requiring intellectual functioning.
7. Mothers assisting student with schoolwork employ progressive and traditional instructional techniques.
8. Doing homework is a regular, almost ritualistic activity.
9. Ritualistic discussions on school matters--e.g. teachers, new policies, etc.--occur between family members.
10. Parents attempt to visit school and meet with student's teachers.
11. Parents set up clearly delineated parent-child roles.
12. At home, parents have ultimate power and control.
13. Clearly outlined parentally imposed rules and regulations governing child's behavior exist.
14. The student expresses pride is his/her parents.
15. Parents insist upon student respect and obedience while tempering their demands with warmth and love.
16. Student time and space inside and outside the home are parentally governed.
17. The student is highly involved with household responsibilities and tasks.
18. Siblings interact and are involved at a high level.
19. Parents provide the young child with a strong moral foundation.
20. The child usually has had early home experiences in mastery learning
21. Each student appears to be autonomous, independent, somewhat assertive and highly structured.
22. The student tends to have a sense of urgent purpose in pursuit of goals.

Following are Clark's nine characteristics of homes of less successful students:

1. Little or no over support from family members for the student in his/her quest for educational achievement.
2. There are no consistent, regularly performed learning rituals in the home.
3. Parents and older siblings hardly ever visit the student's school.
4. Parents show little awareness of the student's daily school activities and performances.
5. Parents do not expect students to be responsible for home chores.
6. Parents make few demands on the student.
7. Parents exhibit a sense of helplessness over child's behavior.

8. Early parental life experiences often have been agonizing.
9. Parents are unaware of the extent of their child's school problems.(26)

Beyond High School: Access Barriers to Equal Educational Opportunity

The relationship of barriers to equal educational opportunity for minorities is rooted in a number of areas not totally unrelated to the quality of one's elementary and secondary education and overall family situation. Obviously, those minorities who do not advance through the elementary and secondary educational levels are not eligible for higher education. This in itself is a barrier. But those minorities who successfully complete high school are not necessarily assured equal opportunity of access for a variety of reasons.

Space here does not permit an in-depth analysis of the factors that singly or in combination might impact on a minority student's access opportunities in higher education. However, one approach used in relation to studying blacks, but which seems to be applicable to all minority classifications, are categorical, educational and psychosocial barriers.(27)

Accordingly, categorical barriers come into play when at least two groups of individuals are treated differently to the detriment of one of the groups. This distinction can be based on such considerations as race, sex, national origin, religion, admission quotas or even a set of regulations that limits availability of financial aid to members of minority groups.(28)

Educational barriers, some of which have been discussed earlier, include the use of standardized tests for admission or financial aid consideration. On its face, such a procedure occurs where all who participate in the process take the same test and are evaluated accordingly. However, many contend that since such tests measure background and experience as well as academic achievement, many minority students and others are at a disadvantage because of the dominant culture influences included in the test. Writing in this area by Elizabeth and Michael Abramowitz reflects much of this thinking.(29) The authors also note that educational barriers are institutional as well as individual policies and practices which might adversely affect members of minority groups (Abramowitz and Abramowitz were addressing the status of blacks in particular.). With this is mind the researchers observe that eductional barriers often have the appearance of being neutral and the racial or minority impact might be unintentional. Emphasized is the importance of recognizing such barriers and coming up with ways to reduce their impact on individuals from minority or other disadvantaged groups. Included here would be such considerations as college costs, financial aid, educatonal preparation, transfer policies,

counseling practices, recruitment, extracurricular activities and even student employment.(30)

Psychological barriers, according to Abramowitz and Abramowitz, arise from negative aspects of individual lifestyles adopted voluntarily or through some sort of coercion. And while much of this thinking is related specifically to blacks, the concepts might possibly be applied to those of at least some other minority groups. In summary, these are the attitudes, values and racial stereotypes individuals hold about themselves and that others might use to the disadvantage of minority students seeking equal access in higher education.(31) And while much of this area will be discussed later, the career a minority student chooses and the college or university he or she decides to attend could well be influenced by psychological barriers rooted in negative self-perceptions and stereotypes related to these choices.

Educational Testing Service, SATS and Other Tests

When it comes to standardized testing, consumer advocate Ralph Nader says that such examinations, including the Scholastic Aptitude Test, do irreparable harm to students' self-esteem and help keep in place an education system that stresses obedience and conformity. Quoted in a December 1986 address to test critics meeting in Washington, D.C., Nader advances the view that tests such as the SAT fail to measure many of the qualities that are important in well-adjusted and successful students with the result that many are caused to downgrade their academic abilities. Nader also singles out policymakers who support standardized tests without regard to how the tests are formulated or used. In response to such criticism, Gregory Anrig, ETS president, denies charges of bias and says that the SAT comes under such fire because it blows the whistle on the often poor education many students, particularly minorities, receive. Anrig also is on record as saying that ETS has done "everything imaginable" to make sure the tests are not discriminatory.(32)

The group Nader was addressing was the National Center for Fair and Open Testing (FairTest). Nader also presented the view that trying to reform the SAT by including racial and gender-neutral questions also will not work since he feels multiple-choice exams fail to measure qualities such as creativity, idealism, realisim and wisdom. At the same conference, Eleanor Smeal, president of the National Organization for Women, said that SAT scores are used to deny women and minorities entrance into many schools. Smeal also offered the view that students are taught to accept SAT scores as meaningful, adding that when the scores are low they become a barrier to the attainment of future career and educational goals.(33)

Citing a variety of research efforts, Brown et al point to the high school counselor's use of achievement test data as a convenient mechanism for avoiding complaints from irrate

parents regarding their child's placement or ability grouping within the school or educational environment. Accordingly, there are three common forms of ability grouping: tracking, the assignment of students to the same academic ability group for all academic classes; homogeneous grouping, the placement of students in similar ability groups for different academic subjects, and heterogeneous grouping, the placement of students of different ability levels in all academic classes. Also cited was a report by Erickson in 1975 maintaining that counselors serve as gatekeepers and advisors. School counselors or advisors who help students advance their academic careers place them in enriched educational environments or classrooms. School counselors acting as gatekeepers tend to restrict the opportunities of others by placing them in poorer educational environments which might retard their academic growth.(34, 35)

ETS also recently has come in for some conflict of interest criticism because ETS handles the tests and measurements section of the Education Resource Information Center (ERIC) and also provides school systems with information about products/tests that it sells. FairTest, the group leveling the charge, says that ERIC materials produced by ETS fail to note that standardized tests have been criticized as biased on racial and cultural grounds and that ERIC materials also ignore "truth-in-testing" laws currently in effect in New York and California. The group also says that ERIC materials tend to support the ETS view that coaching does not improve student performance on standardized tests.(36)

Echoing many of the points raised earlier regarding standardized testing and minorities, Judith Thomas, professor and chairman of the department of education at Lincoln Univerity in southeastern Pennsylvania, told those attending a concerence at Penn State on minority health careers that several standarized tests given nationally such as the SAT, the Graduate Record Exam and the Graduate Management Record Exam are biased toward whites and against blacks and other minorities. Thomas cited several questions on the verbal section of the SAT that are culturally biased against blacks. Noting that on the average blacks score about 100 points lower than whites, Thomas said that this should not be surprising since "The folks who constitute the majority do the best in testing."(37)

In response, Richard Noeth, program director for ETS, said that the SAT and similar tests are more a reflection of a student's academic training and preparation, adding that the average grade point average for white students taking the SAT is 3.06 as opposed to 2.74 for blacks. "The tests seem to reflect the same thing--there is no equity in the education that students receive in high school," Noeth said.(38)

Underscoring the potential for abuse of SAT scores, it was reported by university admissions officials that Penn State admits ujndergraduates based on a grade-point average

it estimates for them during their freshman year. This grade-point average is derived from a student's SAT scores and high school grade-point average. Thomas, on the question of whether ETS eventually might go out of business, said: "I don't personally think that 's the answer. There should be less emphasis on testing, though I don't think it should be thrown out." Thomas also said that schools should spend more time teaching students how to take standardized tests.(39)

The issue of restrictive entrance enrollment quotas also has been raised in regard to high achieving Asian-American students. Ling-chi Wang, an associate professor of Asian-American studies at the University of California, said that after an eight-year enrollment surge beginning in the late 1970s, the rate of admission of Asian students has plummeeted at some of the nation's most prestigious universities because officials are moving to restrict their enrollment. Wang adds that for the past three years admission of Asian-Americans has either stabilized or gone down at such schools as the University of California at Berkeley, Stanford, MIT, and all the Ivy League schools.(40)

Offering another view is Henry Der, executive director of Chinese for Affirmative Action in San Francisco, who says that there is a growing uneasiness that as a disproportionate number of Asians get admission to the system they are creating an imbalance and there should be quotas.(41)

Involved in at least part of this dilemma is the SAT. For while most Asian-American students tend to concentrate in subjects such as science and engineering rather than liberal arts, and while they sometimes lag behind in English, their profiency in mathematics and scientific subjects make their overall scores high and increase their acceptance by institutions that rely on SAT scores at a higher rate than students from other ethnic groups.(42)

The SAT also becomes involved in determining athletic eligibility where, along with the American College Test, performance on standardized tests helps the NCAA determine under Proposition 48 which student athletes are able to compete. In response, Jesse N. Stone Jr., president of Southern University, observes: "If the SAT were a fair, unbiased test that blacks and other minorities simply did not do well on, we would have no right to complain about Proposition 48." Stone added that one can only make a case that the minimum SAT score is unfair to black athletes if you make the primary argument that the SAT as a whole is unfair to blacks in general.(43) The new NCAA rule that went into effect in 1986 requires student athletes to score a combined 700 out of 1,600 possible SAT points.

Citing cultural bias on one hand and economic, cultural and sociological factors with the black community on the other as reasons for poor performance by blacks on the SAT, it also was pointed out that in 1985 the average combined SAT score for black students was 722, more than 200 points below the mean of 940 for white students and the overall 905 average for all students who took the test.(44)

And possibly the first challenge to the SAT under civil rights laws was filed early in 1987 by John Bell, formerly deputy director of the U.S. Department of Education's Office of Civil Rights. The complaint holds that colleges and universities discriminate against minority students by using aptitude test scores as an admission standard. Also charged is that the SAT coupled with public school tracking systems placing some students in college-bound courses and others in vocational courses results in the exclusion of minorities from the higher education system. The complaint holds that without a strong educational background, groups not in the college-bound courses often score in the lowest percentile of the aptitude tests and are denied admission into collges and universities.(45)

"It's a type of discrimination that is just as vicious and destructive as discrimination in 1954. We have created the illusion that everything is all right," Bell said; adding, "We do not have equal access in the higher education system by minorities." Bell also said that he is not asking that all standards be eliminated, suggesting instead that a more reliable vehicle be established to ensure that minority applicants have an opportunity for enrollment. For the past 20 years Bell worked for the regional office of the U.S. Department of Education's Office of Civil Rights in Dallas, serving his last four years as both deputy regional director and director of the post-secondary education division which investigated civil rights complaints against higher education institutions. He retired in December 1986.(46)

In response, a Texas Coordinating Board official said Bell was partly correct in his view that SAT or aptitude tests discriminate against minorities. Gerald Wright, director of Equal Education Opportunity Planning for the Texas Coordinating Board, the agency that oversees the state's higher education system, says: "It (the use of SAT or aptitude tests) weeds minorities out." Wright also said that the Texas Coordinating Board was exploring other measures to bring minorities into the system.(47)

When contacted in regard to the Bell complaint, Anne Grosso, director of public affairs for the College Board, said SAT has been used since 1926 and that 73 percent of the four-year institutions use it as part of their admission requirements. Grosso also said that about a million high school students take it each year. The nation's second largest aptitude test is the American College Test (ACT) based in Iowa and used mainly by colleges and universites in the Midwest.(48)

In another context in early 1987, Grosso commented that the SAT has a unique function to provide the admissions officer with information on a student's ability to do college-level work--and at that, it's only one piece of information." Grosso also said that state-by-state comparisons do not make sense because in some parts of the country, such as Iowa where the ACT is utilized, virtually the only people who take the SAT are those who have decided

to apply to Ivy League schools. Resulting comparisons of such small numbers--perhaps less than 2,00--with the combined scores for a state that utilizes the SAT, say New Jersey or California, produces skewed results.(49)

Sometimes the SAT situation is a double-edged sword. On one hand standardized tests have provided minority parents with a tool for demaninding educational reform in an effort to raise the quality of their schools. However, at the same time such tests are seen by some critics as doing significant damage to minority students and school curricula which are increasingly test-driven.(50)

One effort to reduce bias in tests comes as a result of an out-of-court settlement between ETS and the Illinois Department of Insurance with the Golden Rule Insurance Company, requiring test publishers to select those items with the closest correct-answer rates between blacks and whites. Called the Golden Rule, the approach is not without its critics, but FairTest sees the approach as one way of reducing racial bias in testing. And in 1986, legislative bills extending the Golden Rule approach were introduced in Massachusetts, Wisconsin, California, Texas, Rhode Island and New York. None reportedly made it to the floor for a vote, but already in 1987 in New York the Golden Rule bill and another requiring test publishers to publish an annual item analysis by ethnic background and gender have been put forward for legislative consideration in 1987.(51)

In response to the Golden Rule procedure or technique, Lloyd Bond, a psychometrician at the University of Pittsburgh, said that the thrust of the approach is misguided, a bad settlement that is fine if kept to the insurance test used in Illinois. Bond added that Golden Rule criteria will distort test content. And in offering an alternative, Bond suggests that after a pool of acceptable test items has been developed to cover a specific area and those items with the highest biserial points are selected (those tending to be the best in identifying high and low test scorers), then examination should be made on the correct-answer rate between black and white respondents. Both Bond and Gregory Anrig, president of ETS, suggest use of the Mantel-Haenszel bias detection technique in which group performance on a particular item is compared with overall scores. And if one group scores particularly high or low on a question then there is the possibility that there is something wrong with the item.(52)

State by state comparisons of student performance on the SAT have been a source of concern particularly among those states that do not fare well. One example of an attempt to redress such a situation is a 1987 request by the superintendent of schools for the state of Georgia to limit use of the SAT only to those students applying or seeking to enter four-year colleges or universities. In 1986 Georgia students reportedly scored an average of 842 of 1600, ranking ahead of only North and South Carolina. Currently all students entering any Georgia public college, including two-

year institutions, must take the SAT. This attempt to reduce the pool of Georgia students taking the SAT was seen as a deceptive ploy to improve the state's image. Georgia state senator John Foster, chairman of the senate education committee, said such a move would do a disservice to the state and that the number of students taking the test should not be limited just to raise test scores because "we need the SAT to measure our true progress."(53)

When comparing Georgia with similar numbers of people below the poverty line in other states, again Georgia ranked toward the bottom. "We're a poor state. There's no doubt that influences how we're doing," said David Lee of the Senate Research Office that conducted the analysis. "But other poor states are doing better. That's what's disturbing."(54)

Accordingly, a legislative report in Georgia in early 1987 indicates that for the second year in a row almost a third of Georgia's public college freshmen need remedial help because they are unprepared for routine college work. And when ranking the state's school systems based on SAT performance, predominantly poor, black school systems are most likely to send underprepared students to state colleges. Highest performing county school systems in the state were Bryan, Rabun, Lincoln, Oconee and Dade as well as the city system of Social Circle. The lowest performing school systems included the county schools of Putnam, Stewart, Sumter, Randolph, Twiggs and Talbot as well as the city systems of Hogansville and Atlanta. The study was commissioned by Georgia Senate Education Chairman Foster. In response, Georgia State School Superintendent Werner Rogers said rankings of school systems by SAT scores does not take into account such factors as race, income and the overall educational level of a community.(55)

It also was observed that of the 15 Georgia school systems with the lowest SAT scores, all had higher percentages of black students and students qualifying for the free lunch program than state averages. Morover, in all 15 the average educational level attained by adults fell below the state average. In contrast, those schools that did best on the SAT had fewer black students, fewer students on the free lunch program, and higher educational levels among adults.(56)

At least one alternative to the above is the Korean-American School of Atlanta where about 90 young people of Korean ancestry receive education supplemental to what they receive in other Georgia schools. Principal of the school is Sun Chu, who indicates that the school reflects Korean education philosophy, stresses ethics, respect for family and the elderly. Classes are held each Saturday in a downtown Baptist church. On Sundays, the Baptists worship upstairs Korean Presbyterian services are held downstairs. And while parents living in the Atlanta area promote the school in the hopes of keeping their children in touch with their Korean roots, those students attending see social as well as more

pragmatic advantages. The school includes in its offerings SAT mathematics and English courses as well as others on Korean language, dance, music and martial arts. Those attending the special SAT course pay $200. One Korean-American female student attending the school said that she started coming after a friend who had attended significantly improved her SAT scores.(57)

Just how important are SAT scores? In April 1987, on National Public Radio, Phyllis Crockett reported that Charles Deakin, dean of admissions at Georgetown University, Washington, D.C., says that a high SAT test score is not all that important, adding that only 40 percent of students with the highest test scores, a combined math and verbal score above 1400, were accepted for admission. Crockett also reported the view of Gary Williams, president of the National Association of College Admissions Counselors, who says the Georgetown situation is fairly typical in that admissions officers look for more than high test scores. "They look at the type of courses taken in high school, class rank, grades, the quality of extracurricular activities, teacher recommendations, writing samples, and the admissions interview," according to Williams.(58)

Crockett also reported on a Carnegie Foundation for the Advancemnt of Teaching survey showing that once students receive their SAT scores, 60 percent change their choice for college, their SAT scores frightening them away from applying to some colleges they might otherwise have considered.(59)

The SAT: Where Are the Minorities?

For five years, ending with the 1985 testing year, the Admission Testing Program (ATP) of the College Board prepared summaries of student background and performance based on racial/ethnic group as well as sex. Those studied are "college-bound seniors" or those secondary school seniors who registered for the ATP anytime before April of their senior year. Profiles included describe group attainment across such variables as family income, years of academic study in high school and parental education. ATP tests include the SAT, the Achievement Tests, the Test of Standard Written English (TSWE), and the Student Descriptive Questionnaire (SDQ).(60)

By way of summary, there were 1,052,351 ATP candidates among 1985 high school graduates. Of these, 1,020,442 attended high school in the 50 states and the District of Columbia. They represent 61 percent of the seniors who plan to attend college full-time, 36 percent of the high school graduates, and 28 percent of 18- year-old Americans. Following is some general socioeconomic information as well as some related to various minority groups: (61)

--Native Americans (the report uses the term American Indians) number 4,642 or about 0.5 percent of all ATP candidates. This is an incease of 2 percent since 1980.

--Asian-Americans number 42,637 or 5 percent of all

candidates and about 70 percent of all 18-year-old Asian-Americans. The number of Asian-Americans has increased 50 percent since 1980 and 250 percent since 1975.

--Blacks number 79,556 or 9 percent of all ATP candidates. These are about 18 percent of all 18-year-old blacks. There has been a decrease of 5 percent since 1980 in the number of black ATP candidates.

--Mexican-Americans number 19,526 and represent 2 percent of all ATP candidates. They are about 11 percent of all 18-year-old Mexican-Americans. There has been an increase of 26 percent since 1980 in the number of Mexican-Americans ATP candidates.

--Puerto Ricans number 11,077 or about 1 percent of all candidates. Mainland Puerto Ricans are about 24 percent of all 18-year-old Puerto Ricans. Puerto Rican ATP candidates have increased 11 percent since 1980.

--Median education level of ATP college-bound seniors is 14.1 for the father and 13.6 for the mother.

--English is the best language for 96 percent of the students and not the best for 4 percent or roughly 40,000 ATP candidates. Of these, 27 percent are Asian-Americans, 9 percent are Puerto Ricans, 7 percent are Mexican-Americans, 4 percent are American Indians, 4 percent are blacks, and 2 percent are whites.

--The median parental income for all ATP candidates is $32,200, up 108 percent since 1975 and slightly ahead of the 103 percent inflation rate for the decade.

--The median estimated parental contribution toward college expenses is $2,020. Roughly one-fourth of ATP candidate families can contribute fully to the costs of education at public four-year colleges where the average annual expense is $5,300. Only one in eight families can contribute fully to the $9,700 average annual cost of private four-year colleges.

--The percentage of students from nonpublic schools is 19 percent, up from 18 percent in 1980.

--When considering total years of study of academic subjects--English, mathematics, social studies, foreign languages, physical sciences and biological sciences--by ethnic group, they rank as follows: Asian-Americans (17.13), Puerto Ricans (16.01), American Indians (15.59), Mexican-Americans (15.47), and blacks (15.41).

--Only four of 26 areas of intended study have experienced increasing interest among ATP college-bound since 1975: business and commerce, communications, computer sciences, and psychology.

Following is summary data on each of the ethnic or minority groups discussed earlier:

Native Americans (American Indians)

--Parents of Native American college-bound seniors have a low median income of $24,700 (as compared to $32,200 for

all college-bound ATP seniors).

--The Native American SAT-verbal mean of 392 and the SAT-math mean of 428 are 39 and 47 points respectively below the national averages of 431 and 475.

Asian-Americans

--The median numbers of years of parental education is relarively high: 14.5 for fathers and 13.6 for mothers. Since 1980 these medians have increased by 0.5 of a year for fathers and 0.8 of a year for mothers.

--A very high 27 percent say English is not their best language.

--The mean high school GPA of 3.18 and the median percentile rank of 81.3 are high when compared to 3.03 and 73.6, respectively, for all students.

--A relatively high 61 percent of Asian-Americans receive a high school honor or award.

--The Asian-American SAT-verbal mean of 404 is 27 points below the national average, but the SAT-math mean of 518 is 43 points above the national average.

--However, when considering students whose parents have income over $50,000, both the SAT-verbal median (478 compared to 465 nationally) and SAT-math median (579 compared to 517 nationally) are exceptionally high.

Blacks

--ATP college-bound blacks are the only ethnic group for which mothers of students average more years of education (median of 12.8) than fathers (median 12.4)

--The proportion of blacks for whom English is not the best language decreased from 3.8 percent in 1980 to 3.5 percent in 1985.

--Parents of black ATP college-bound students have a median income ($17,100) that is slightly more than half that of the parents of all students ($32,200).

--The percentage of black students in an academic or college preparatory program is only 65 percent, compared to 79 percent for all students. This figure is up from 60 percent in 1980.

--The average black student takes 1.14 fewer years of academic subjects (15.41) than do all students (16.55).

--Black students have a mean GPA of 2.74 and a median high school percentile rank of 65. Both are lower than the respective figures of 3.03 and 74 for all students.

--Black students give themselves relatively low ratings in skills and abilities, particularly in science, mathematics, mechanics, art and organizing work.

--The black SAT-verbal mean is 346 and the SAT-math mean is 376, respectively 85 and 99 points below the national averages. However, from 1976 to 1985 the black verbal mean has increased 14 points and the black math mean has jumped 20 points.

--The black TSWE (Test of Standard Written English) mean is low (34.7 against 42.7 for all stuents).

--Black achievement test score means are low for all subjects.

--Black students have a relatively high interest in studying business, commerce, communications, computer sciences, music, ethnic studeis, and home economics.

--Black needs for special assistance are high, particularly in regard to financial aid, finding part-time work, improving mathematical skills and upgrading study skills.

Mexican-Americans

--The median number of years of education for parents of Mexican-American ATP registrants is the lowest of all ethnic groups, 12.1 for fathers and 11.9 for mothers (compared to 14.1 and 13.6 respectively for parents of students in general).

--The median Mexican-American parental income is low at $20,500.

--Only 69 percent of Mexican-American ATP registrants are in academic or college programs.

--The Mexican-American SAT-verbal mean is 382, 49 points below the national mean.

--The Mexican-American SAT-math mean is 426, also 49 points lower than the national mean.

--A very high 93 percent plan to seek special assistance outside course work, including help in writing, mathematical skills and study skills as well as in educational, vocational and career counseling.

Puerto Ricans

--The median years of parental education are low: 12.1 for fathers and 12.0 for mothers of ATP college-bound registrants.

--The median parental income is a low $17,000 compared to $32,200 for all students.

--Only 64 percent of Puerto Rican ATP registrants are in an academic or college preparatory program as opposed to 79 percent for all students.

--Puerto Rican students participated less than students from every other ethnic group in every identified extracurricular activity save ethnic or racial activities or organizations.

--The overall Puerto Rican SAT-verbal mean is 368, the SAT-math mean is 409. When considering solely mainland Puerto Ricans, the SAT-verbal rises to 373 and the mainland SAT-math drops to 405.

--The Puerto Rican TSWE mean is low at 36.6 as opposed to a national mean for all students of 42.7.

--Plans to apply for financial aid are high, 91 percent compared to 77 percent for all students.

--About 41 percent want to commute to college. This compares to 24 percent for all students.(62)

Minority Enrollment in Colleges, Universities: Problems and Prospects

"Two decades after colleges and universities began opening their doors to substantial numbers of minority students, the effort to diversify American higher education appears to have stagnated." This was the lead paragraph in a page one story in the New York Times on Sunday, April 19, 1987. Other key points made in the article by Edward B. Fiske are:(63)

--Blacks have a smaller presence on American campuses now than they did six years ago both in absolute terms as well as a percentage of all undergraduates, according to most recent Federal figures (Department of Education, 1976 through 1984).

--The enrollment of Hispanic students, while rising slightly, lags far behind their overall representation in the nation's population.

--Reasons cited by educators for the leveling off of the minority presence in colleges and universities across America include rising tuition, declining Federal student assistance, reduced social and political pressure for affirmative action, and a lack of agressive recruiting by college admissions staffs.

--In combination, the preceeding factors are seen as deflating the aspirations of minority high school students, making military service or a job, however low the pay, more attractive options.

--In 1976, there were 1,691,000 minority students in two- and four-year coleges or 15.4 percent of all students. By 1984, the minority enrollment figure had jumped to 2,063,000 or 17 percent of the total. Enrollment patterns by ethnic or minority group vary.

--Black enrollment peaked in 1976 with 1,032,000 blacks accounting for 9.4 percent of the college population. In 1984, the percentage dropped to 8.8 or 1,070,000. U.S. Census bureau figures differ and indicate that black enrollment peaked in 1981 with 1,133,000 students and by 1985 had dropped to 1,049,000.

--Hispanic students increased the proportion of their representation between 1976 (3.5 percent or 383,000) and 1984 (4.3 percent or 529,000).

--Native American college students decreased slightly from 84,000 to 83,000 during the period.

--Asian-American college student levels increased from 197,000 or 1.8 percent of all college and university students in 1976 to 382,000 or 3.1 percent in 1984.

In an attempt to explain the situation, Donald Stewart, formerly president of Spelman College in Atlanta and now president of the College Board, administrators of the SAT, says: "After a period in which minorities were courted and

welcomed, disillusionment has now set in on both sides," adding that many universities, particularly the more selective ones, found that blacks and Hispanics were less well prepared than they wanted and that absorbing significant numbers of minorities into campus life could be somewhat disruptive. "On the other side," Stewart said, many blacks found the academic environment rather inhospitable.(64)

Echoing that view is Joseph D. Duffey, chancellor of the University of Massachusetts at Amherst: "There is a perception that blacks and other minorities are no longer welcome on college campuses, and I'm troubled by that." In October 1986 in Amherst, about 3,000 students were involved in a brawl that left 10 people injured. One was a black student who was beaten unconscious.(65)

But in an effort to attract more minority students some colleges and universities have increased their recruiting efforts. Not all are successful. For example, minority recruitment efforts at the University of Texas were said to have reached the point of "diminishing returns" and that a shift in emphasis would be made to retain those black and Hispanic students already in school and on campus. According to Ronalda Brown, vice president of student affairs at the University of Texas--Austin, "I feel we are doing really well on recruitment, but I feel there is a point of diminishing returns with recruitment, especially when we are bringing in (minority) students and they are not doing well." Critics say the university is not doing enough. In May 1987 the University of Texas--Austin reportedly had 3.4 percent black students and 9.3 percent Hispanic.(66)

In any event, the University of Texas in 1983 agreed to a statewide affirmative action plan for higher educaton institutions--called the Texas Plan--that was ordered by the U.S. Department of Education's Office of Civil Rights. This was done under threat of cutting federal funds to state colleges and universities. The plan's purpose is to remedy the exclusion of blacks and Hispanics from enrollment, graduation and employment in state colleges and universities. Under the Texas Plan, state colleges and unversities must reduce by half the disparity between minority and Anglo students enrolled by fall 1987. Moreover, the university must show equal progress in graduating and hiring minorities. Failure to comply, according to Norma Cantu, director of educational prgrams for the Mexican-American Legal Defense and Educational Fund, San Antonio, Texas, says that the university system could face elimination of federal funding.(66)

Enrollment figures for Fall 1987, according to the Coordinating Board, College and University System, Texas colleges and universities enrolled 2,709 blacks and 4,937 Hispanics, only 53 percent of the plan's goal of 5,121 blacks and 7,473 Hispanics. In August 1986, in a progress report to the U.S. Department of Education, university officials said their combined budget for minority recruitment of undergraduates was $869,600. Also listed were recruiting

visits to about one-third of the 1,700 high schools in Texas as well as a range of seminars, receptions, scholarship awards and financial aid workshops. The report also said that $844,500 was spent in 1985-86 on student retention efforts, including tutoring, brochures and newsletters.(67)

Accordingly the minority recruitment efforts of a number of colleges and universities sometimes focus on the same students. One example occurred in the summer of 1987 when 10 black students accepted at both Harvard and Stanford all chose Harvard.(68) The number of black freshmen at Stanford reportedly dropped about 10 percent between 1985 and 1986. In contrast, two other area schools--the University of California at Berkeley and San Jose State University--increased their minority student enrollments. The University of California at Santa Cruz doubled the number of black freshman enrolled between 1985 and 1986.(68)

In response, Stanford in 1987 was making plans to mail a 24-page publication on minority opportunities at Stanford to high school minority students with top scores on the SAT. "We need to do more than simply admit minorities," said Carolyn Lougee, dean of undergraduate studies at Stanford. "It's what we do while they are here that counts." The undergraduate dean's office also announced plans to survey unergraduates regarding why minorities at Stanford have a higher dropout rate and take longer to graduate. Andre Burnett, who is studying affirmative action at Stanford for the undergraduate dean's office, says: "We know they (minorities) can handle the academics. It's the social atmosphere. Something is not comfortable enough to survive as a minority." Burnett added that if minorities are having trouble getting along in a dorm, for example, it's going to affect their studies.(69)

But while schools such as Stanford and the University of Texas are echoing concerns about attracting and retaining minority students, particularly blacks, Asian-Americans are beginning to question the imposition of admission or enrollment quotas. The complaints regarding the University of California at Berkeley generated a federal civil rights inquiry into possible admissions discrimination on that campus. An editorial in the Fresno (California) Bee says that Berkeley denies the charge even though Asian enrollment has declined since the mid-1980s. A university official was quoted as saying: "Asian-Americans and whites have become stronger and stronger candidates academically so that we have to look at other criteria like their essays, their economic backgrounds, whether they were disadvantaged, and (whether) they were involved in extra-curricular activities. It is a least-sum game--as one group goes up, one goes down."(70)

In summary, the editorial offered the following: "Blind reliance on grades and test scores is likely to produce a one-dimensional student body; excessive reliance on subjective criteria opens the way to rampant discrimination--by class or race or whatever attribute is currently in favor. Taking the uncertain path that recognizes the dangers of both

extremes is the only reasonable way to choose a student body that's highly qualified and at the same time interesting and diverse."(71)

Another minority recruiting effort is supported by the Ford Foundation. This effort involves 28 of the most highly selective schools in the nation, schools that, according to Peter W. Stanley, program director at the Ford Founmdation, "Train a disproportionate number of the future leaders of the country." Stanley added that to see underrepresentaion of minoriies in these institutions raises real questions about access."(72)

At the 28 colleges, black enrollment is about 4 percent, with about 56 percent graduating in recent years following matriculation. This success rate is more than double the national graduation rate for blacks. One of the participants in this program is Wesleyan University, Middletown, Connecticut. And in an effort to recruit minority students, they have done the following over the past 20 years:(73)

--Set up a program to increase the number of minority faculty members.

--Instituted an Afro-American studies program.

--Provided generous financial assistance to needy students.

--Built a student body that includes 20 percent minorities in the current freshman class--10 percent blacks, 5 percent Hispanics and 5 percent Asians. Overall, roughly 15 percent of the university's 2,600 students are minorities.

In addition, conference participants recommended some approaches that could help improve the level of minority enrollment in their schools:(74)

--Involve alumni in reaching prospective minority students.

--Consider that the SAT may not be an accurate predictor of college success for minority students, noting that within the 28 schools the fact that black student scores were about 20 percent lower did not influence the graduation rates for black students.

--The chances for minority students to graduate from college might be increased if they complete their course work over five years instead of the traditional four.

--The increasing necessity for students to rely on loans to finance their education has hit minority students especially hard.

--Minority students have a greater chance of succeeding in college if college officals set high expectations for them.

Minority Career Choices in Mass Communication

Career choices may be made at any time, but one of the influences on where one goes to school is dependent at least in some instances on what the prospective undergraduate student thinks he or she wants to do in terms of a profession or a career. And when considering a career in mass communication, the decision becomes a bit more complex since there are a variety of options, including little or no media-related coursework. In still other instances, study in mass communication could be postponed until graduate school.

Accordingly, the task of attracting minorities to journalism is a process that must begin early and certainly during the high school years. This was the main finding of a research project conducted at the University of Arizona in cooperation with the American College Testing Service (ACT). Commissioned by the Associated Press Managing Editors Minorities Committee and financed by the Gannett Foundation, the study examined the interests, aptitudes and aspirations of 1,366 minority students as well as influences on the decison-making that might encourage or discourage them from a career in journalism. The total pool was 76,910 students, 80 percent of whom were white, 8 percent black, 2 percent Mexican-American, and 1 percent Other Hispanic. Primary investigators of the study titled "Why Minorities Do Not Choose Journallism: Academic and Career Orientations Among Students" were Judee K. and Michael Burgoon of the University of Arizona and David B. Buller of Texas Tech University. Among the findings and observations of the study, based on the ACT interest inventory and student profile during the 1982-83 test cycles, are the following:(75)

--The number of minorities now enrolled in college programs is not sufficient to staff the needs of the profession. Attention to providing more information about the profession to high school seniors must become a high priority if future needs are to be met.

--Deficient language/writing skills should not be used as a sole reason for minorities not choosing journalism since there are large numbers of college-bound minorities with good writing skills headed for areas other than journalism. The study indicates that the college-bound minorities have rejected the profession for reasons that have nothing to do with personal skill defects.

--While starting salaries in some journalism and mass communication fields are low in comparison with some other fields, the study indicates that to consider this alone might be an oversimplification.

--Job attributes such as helping other people and providing a challenge are most important for young minority students.

--Greater efforts must be made to attract minority students who did not major in journallism.

--At least some bright, motivated minorities are in fields other than journalism simply because they know little

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about the profession.

--"If high school students lack knowledge and experiences related to journalism, they are unlikely to select journalism as a major."

--If students "hold unfavorable impressions of the profession or are guided by family and counselors into other occupations, journalism schools will have little opportunity to attract them once they start college."

--The majority of students are relatively certain about their major by the time they enter college; and minorities, especially blacks, feel more certain than whites about major and career choices.

--Opportunity for professional advancement was seen as the single most attractive job quality for minority students studied.

--These students also ranked personal autonomy, responsibility and recognition ahead of high salaries and high prestige. The researchers urged that intangible rewards should be stressed as major attractions in regard to work in journalism and mass communication.

--If minority college-bound are going to be attracted into journalism, involvement in journalism-activities must be promoted during the high school years.

--Researchers also suggested the promotion of journalism or other communication-related programs as excellent pre-professional preparation for a field such as law with the idea that at least some of these students may stick with the undergraduate field of study after graduation.

--Senior year seems to be a very good time to inform students about career and educational opportunities.(76)

Accordingly, the researchers raise the question of how informed minority students are about career options and what kinds of information most influence their impressions, particularly in regard to program reputation at a given college or university, job prestige and image, and perceived job availability.(77)

During follow-up telephone interviews regarding their planned majors, about 35 percent of the minority students studied said they felt "very well informed," while about 60 percent said they were "somewhat well informed," and the remaining 5 percent felt somewhat or very uninformed. More information in the hands of the almost two-thirds who are less than "very well informed" would seem to be an important strategy in seeking to attract more minority students into journalism and mass communication fields. Printed material in terms of books, publications, brochures and literature from the college's major department or school seems to be the major source of information, followed by information from people in the field and literature from the high school guidance office. For all but Mexican-Americans, the high school guidance counselor was mentioned a bit more frequently than high school teacher. About 12 percent or roughly one in 10 mentioned conversations with representatives from the college program. At 8 percent overall were conversations

with college students majoring in the area. Other areas and relative perentages of minority students mentioning each are: college (8 percent), study-classes (7 percent), work experience (5 percent), conversations with high school friends (4 percent), television or radio (4 percent), newspaper (2 percent), college professors/administrators (2 percent), and business contacts (2 percent).(78)

Burgoon, Burgoon and Buller also mention that in their review of research on what influences a student's choice of program of study and career is, first and foremost, his or her own personal preferences. Following are parental and family influence, peer influence, adult role models, high school counselors and academic preparation.(79)

One example of a career guide for minority high school students considering careers in journalism is produced as a joint efffort of the ANPA Foundation, the American Society of Newspaper Editors, the Asspociated Press Managing Editors Assocation, the Society of Professional Journalists, SDX, and the Dow Jones Newspaper Fund, Inc. Included are the following sections: overview of journalism careers, job and salary report, academic preparation required for news work, job hunting tips, the future of newspapers, scholarships offered by schools, grants and programs offered by industry, general scholarship informaton, internship programs, special training programs, newspapers that recruit minorities, job fairs, minority organizations, employment services, and places where more career information might be found.(80) In addition, the Dow Jones Newspaper Fund publishes a general Journalism Career and Scholarship Guide that covers four main areas: lists more than $3 million in financial aid; indicates where mass media jobs are and how one finds them; offers a college search service based on an individual's personal requirements such as cost, location and type of program, and includes an extensive listing of journalism and mass communication programs across the U.S.(81)

Minority Teachers, Professors: An Important Link

"Most teachers who teach today's children are white; tomorrow's teaching force will be even more so. Yet, increasingly, the students are not white. By the end of the century, estimates are that more than one-third, perhaps even 40 percent, of American schoolchildren will be non-white. At present, in all but two of our 25 largest cities a majority of the students are 'minority.'"(82) These observations by Patricia A. Graham, dean of the Graduate School of Education at Harvard University, serve to underline the importance of more minority involvement not only in classrooms at the elementary and secondary levels but also in college and university classrooms, including those in journalism and mass communication.

Graham says that it is important for black children to have at least some black teachers to provide valuable role models of successful black people who are contributing

members of society. Moreover, black teachers are seen as vital role models for non-black students who need to learn the same lesson: black adults can be successful and contributing members of society. Graham quickly adds that black teachers can be such role models only if they are academically successful and truly able to contribute to the education of the people in their classrooms. "If black teachers, as a group, are substantially and noticeably weaker than white teachers, their effectiveness as role models is dramatically diminished for students--both black and white."(83)

Graham also reports that as minority enrollments in the public schools are rising, the number of minority teachers, black teachers in particular, is shrinking. Two basic reasons are cited: 1)Fewer blacks are going to college than a decade ago, and 2)Fewer of those blacks who choose to go to college choose teaching. Another chilling effect comes from the fact that of those blacks seeking to become teachers, too few are passing the new teacher tests, especially in the southern states, where about half of the nation's black teachers are prepared.(84)

Graham's discussion, while emphasizing the dearth of black teachers, also concluded the following:

--More work must be done with elementary and secondary schools to make them more effective in educating black students. ("For reasons of poverty, social disintegration, and lack of community support, as well as pedagogical ineffectiveness, we are losing too many black children during the elementary and secondary years.").

--Colleges must make greater efforts to attract black students to their campuses and to help them learn once they arrive.

--There needs to be more imagination and generosity in both the public and private spheres when it comes to spending money to attract able blacks to education.

--Look to mid-career blacks and others with the idea that at least some of them might like to try teaching at this point in their lives.(85)

Accordingly, perhaps some of the same arguments might be made in trying to attract minority individuals working in the mass media and other fields to spend some of their lives as college and university teachers.

One example of a black professor who made a difference is echoed by Kevin Washington, a cum laude journalism graduate of the Univeristy of North Carolina who wound up working as an intern at the Miami Herald after graduation in 1985. Joining Washington in Miami that summer was one of his teachers at UNC, Regina Sherard, who was selected for a summer internship program for minority professors by the American Society of Newspaper Editors. Sherard had taught Washington in a journalism class on "The Press and Contemporary Society." Washington also credits Sherard, who has a doctorate in journalism from the University of Missouri, for being a role model who was influential in his

decision to pursue a journalism career. "There are very few black people in journalism," Washington said. "Here is someone who is dynamic, who has moved to the pinnacle of the profession in terms of journalism education."(86)

Other colleges and universities, including Stanford, recognize the importance of hiring and recruiting more minority faculty. Rudy Fuentes, a member of the Associated Students Council of Presidents at Stanford said more Hispanic and black faculty members were needed because "when students want to start a program or talk to someone, there is no one available to them."(87)

Andre Burnett, of the undergraduate dean's office at Stanford said: "Previously, we let them come to us. Now we need to be aggressive and pursue them." Burnett also said that when minority faculty candidates do come to visit the campus they invariably go through the grapevine to find out how things are. "Why come if you know there'll be a lot of hassles? That the department has never tenured a black faculty member in its entire history, like some at Stanford? Things need to change."(88)

One way in which things could change is to follow up on one suggestion that corporations and federal agencies finance at least 2,000 minorty graduate fellowships which would attract more minorities into teaching positions. One estimate of minority professors says that since the 1970s the proportion has held steady at about 9 percent nationally of an estimated pool of 450,000.(89)

A related view on increasing the number of minority students in colleges and universities holds that if these schools would increase the numbers of minority administrators and faculty, minority enrollments would follow.(90)

Faculty insensitivity and ignorance is seen as at least part of the problems that erupted in April 1987 in the school of journalism at the University of Missouri, Columbia, where minority journalism students and faculty marched in protest to demand that top school officials boost minority enrollment, condemn racism and hold UMC colleges accountable for failing to meet black recruiting goals. This is in reference to the fact that the university failed to meet desegregation goals set five years earlier by the U.S. Department of Education's Office for Civil Rights: 5 percent minority undergraduate enrollment and 6 percent graduate. In 1986, blacks at UMC totaled 740 students or 3.2 percent of the 22,532 enrolled and about the same as in 1978.(91)

Among journalism student complaints were the following:(92)

--Being kept off the air at KBIA, the school's public radio station, for sounding "too ethnic."

--Overhearing reporters from the school's television station refer to the Kansas City Royals' Bo Jackson as a "big, dumb black guy."

--Insensitivities such as a photo of a black inmate used to illustrate a story on prisons that ran in the school

paper, the Columbia Missourian. Critics hold that the photo just as easily could have been of a white person.

--A racial slur uttered by a broadcast journalism instructor. This brought 12 black students to the journalism dean's office to protest what they termed a subtle pattern of racism.

The latter incident also prompted an extended journalism school faculty meeting during which it was announced that awareness training sessions for all faculty would begin almost immediately. Black faculty at the nationally known school of journalism said that the school's reputation among minorities is shattered and that minority and international students already in the journalism program are alienated. One black journalism faculty member was quoted as saying: "The position of many of the blacks and foreign students is that this is one of the worst places they have been. It's all they can do to tolerate it." Of 55 full-time faculty at the school, there is only one black above the rank of instructor.(93)

Will there be a job after graduation?

Perhaps one of the prime concerns of any person embarking on the educational background and training leg of a career is: Will I find a job in the field? And with minority students, blacks and Hispanics in particular, the concerns are possibly greater since the U.S. media are, with few exceptions, white-owned and operated, generally with overwhelmingly white staffs, at least on the news-editorial and broadcast ends of the business of mass communication.

Felix Gutierrez, a professor in the school of journalism at the University of Southern California, while meeting on campus with the Hispanic Journalism Students Association in the Fall of 1982, indicated that as of 1982, according to an ASNE study, only about 5 percent of all news room positions on newspapers were filled by minorities. He added that Latinos accounted for about 1 percent of that figure.(94)

"Traditionally, it's been a white man's profession. Just like any profession in the United States," observed Marita Hernandez, a reporter for the Los Angeles Times, who also was meeting with the students. "We haven't had any role models." At the time, Hernandez was said to be the only Latino woman working in the Times Metro section. Hernandez also said that most minorities are hired by newspapers because of their ethnicity and that this shows up in the minority-related stories they are assigned to cover. Hernandez also said that editors often depend on minority staffers to keep them abreast of what is going on in the minority community.(95)

Beatriz Johnson, another program participant and a reporter for a Spanish-language newspaper, agreed with Hernandez that there is a great deal of pressure from the minority communities. "On one hand you're supposed to be the objective reporter, on the other hand, you have to

represent the view of that community," Hernandez said, adding that a reporter must be careful to keep his or her credibility by not compromising on a story.(96)

In the 1980s minority students have been sent the message that they are wanted in journalism and mass communicaton. And while many minority young people go through months of interviewing, some are left without firm job offers and sometimes have diffficulty learning why jobs do not materialize, according to Ann Heintz, founder of New Expression, a Chicago newspaper written entirely by teenagers, 85 percent of whom are minorities. It is Heintz' view that the news media establish good beginning relationships with minority applicants by being completely honest about job possibilities, keeping each job applicant informed regarding his or her status.(97)

Minority job candidates also need to know why they did not get a job offer, Heintz says, thereby getting an opportunity to deal with the situation. Heintz also suggests that potential employers consider helping job applicants develop better skills. Another area of consideration regarding minority job applicants is their ability (or lack of) to set themselves up in regard to apartment rental, possible car purchase and other necessities for the beginning news person.(98)

Hopefully not typical, but perhaps instructive, is Heintz' experience with a young black journalism major about to graduate from a large midwestern university. Here is her story: She had completed two outstanding summer internships, one with a publishing corporation, the other with one of the largest dailies in the nation. She had been flown to interviews with two East Coast dailies. She had been pursued through phone calls by two other dailies with more than 100,000 circulation each. Suddenly the jobs were non-existent. One job was changed from a June to September start. Another job was upgraded beyond her qualifications. Anothr paper didn't actually have an opening but wanted her to know that hiring a minority staffer was a priority as soon as an opening came up. And the fourth job proved to be in an all-white, all-male city room. She passed up this opportunity for still another entry level job. But perhaps most important, at least from the standpoint of recruiting, the woman felt that the individuals who contacted her regarding possible employment lacked any sensititivty to her past or present economic circumstances.(99)

On the broadcast side, the Federal Communications Commission has set up revised equal employment opportunitty rules that could mean closer attention to the broadcast industry's efforts to recruit and promote minorities. Noting that minority employment, after a surge in the late 1960s and into the 1970s, had slowed, the FCC reported that between 1982 and 1986 minority employment in broadcasting rose less than 1 percent, from 15.1 to 16 percent. Accordingly, the FCC instituted measures requiring that every broadcast station's employment program be reviewed at license

renewal time. Also, employment records will be carefully examined and any station that shows difficulty or even slippage in minority hiring may be subject to additional or follow-up reviews.(100)

Accordingly, more detailed reporting of hiring and promotion in top job categories is required under the new rule. Also, those applying for new or existing stations must file affirmative-action plans and minority hiring data must be provided from the headquarters of chain-owned broadcast operations.(101)

On the overall job front, and not to be overlooked by aspiring minority journalists and those seeking other positions or careers within mass communication, is the range of opporunities in broadcast and print within the minority media. Wilson and Guttierez point out that various media yearbooks document the growing importance of such operations. And as far as newspapers are concerned, an issue of Editor & Publisher International YearBook listed two dailies and 159 weeklies geared toward blacks, five dailies and 24 weeklies in Spanish, 10 dailies and two weeklies in Chinese, 6 dailies and 4 weeklies in Japanese and a Filipino weekly. There also are a number of other foreign language newspapers, a Native American daily, the Navajo Times, and a number of Korean dailies.(102)

Accordingly Broadcasting/Cablecasting Yearbook indicates that about 4 radio stations have a Native American format, 275 program to blacks, 2 broadcast in Japanese, and about 130 broadcast in Spanish. A number of other stations offer fewer than 20 hours of programming weekly to various minority or ethnic groups.(103) It is entirely possible that with growing minority populations and the increasing diversity that this shift brings, the importance of so-called minority media can not help but be enhanced.

In any event, average starting media job salary information for 1986 journalism and mass communication college graduates (and comparisons to 1980 figures) as reported by the Dow Jones Newspaepr Fund, are as follows: Public relations, $15,300 ($12,200); advertising agencies, $14,700 ($10,140); daily newspapers, $13,900 ($9,620), and radio-television, $12,600 ($9,100).(104) Separate figures were not available for minority journalism and mass communication graduates.

What About Advancement?

One important aspect of any career consideration is the perceived opportunity one has for advancement within his or her chosen field. And part of the process of choosing a field of endeavor is being as realistic as possible about one's skills, interests, abilities and personal needs in terms of one career area over another. Personal stock-taking. In addition, it is important to understand that in the field of journalism or mass communication, for example, the young reporter or newsman is only one part of

the successful career equation. Other segments include the work environment, the opportunity to learn, at least a fair or equal chance for advancement as one gains experience, and the feeling that what one does--and this is an important part of what service in journalism and mass communication is all about--is at least sometimes important to making the world a better place.

However, incidents such as the nine-week racial discrimination trial involving four black newsmen and their employer, the New York Daily News, can not help but raise questions about minority employment and advancement in mass communication in general, not just print journalism. The trial, which concluded in April 1987, dealt with issues of promotion and fair treatment. There were 23 separate complaints involving the plaintiffs. The jury found that there had been discrimination in 12 of these situations. Moreover, it reportedly was the first race discrimination suit brought by editorial employees against a major news organization to go before a jury.(105)

The president of the National Association of Black Journalists and assistant vice president for minority affairs at one of the larger newspaper chains in the U.S., Albert E. Fitzpatrick, said: "This is definitely a landmark case, and it will trigger a more serious look at operations in newsrooms across the country."(106)

The four black journalists--three men and a woman--said that the newspaper had repeatedly discriminated against them in promotions, salaries and assignments because of their race, adding that the Daily News had retaliated against them when they complained. The Daily News said that the employees, all of whom still worked at the newspaper, were treated fairly and in accordance with their skills and that race had played no role in the paper's treatment of them. Of the 23 incidents, 19 were related to specific jobs that the plaintiffs said they did not get because of their race.(107)

Observations, Recommendations

This work has sought to treat at least some of the problems related to the development of mass media career interest and decisions among minority Americans. A number of observations and some recommendations come to mind at this point. Among them are the following:

--The minority talent that the mass media is looking for certainly exists. Unfortunately many of those with the demonstrated skills and intellects are headed elsewhere and into other career areas.

--When the minority career seeker and significant segments of the minority population--including one's teachers, counselors, parents, one's peers--

feel that journalism and mass communication is a career area where one can be treated fairly and equitably and have the same opportunities for access and advancement as their majority counterparts, perhaps then some differences will be seen in the minority talent pool and its attitudes toward the field.

--Minorities are apprehensive and do not feel welcome on some college and university campuses. This atmosphere is not conducive to learning or career development.

--Many standardized testing methods, including the SATs, are very controversial and a two-edged sword when used in relation to at least some minority groups.

--The early education--elementary through secondary school--of many minority Americans is not adequate when measured by SAT standards.

--Minority matriculation in colleges and universities is one thing, the dropout rate--especially among blacks--is another. If an individual is accepted for admission and he or she subsequently enrolls, it would seem that the institution as well as the student must do everything necessary in terms of special classes, counseling and tutoring--whatever it takes--in order to graduate.

--Family attitudes and expectations toward education, learning and career choice are very important factors.

--The relatively high cost of a public or private education, coupled with a dearth of workable financial aid programs, constitutes a formidable barrier to career development for some minority young people from low income families.

--If mass communication career interest is to be developed among minority Americans, the effort must begin early, perhaps even in elementary school or junior high school, in terms of developing awareness of what mass media career possibilities exist.

--Minority role models from the classroom to the news room are very important. The example of making a positive contribution to society is one that must be presented and reinforced for majority as well as minority Americans. The need for minority teachers--blacks in particular--is great at all levels.

--Guidance counselors are key players in determining which students are going to be encouraged in special ways and which ones are not. Surely there must be approaches beyond the application of standardized test scores. The guidance counselor is not only an adviser, he or she is a gatekeeper as well.

--Guidance counselors and teachers must be educated in a variety of creative ways regarding the career possibilities and options available in the mass media today.

--Meaningful mass media experiences must be made available to minority young people at an early age, when they are beginning to consider various career and lifework options. For many, the senior year is much too late.

--Mass media executives, recruiters and news room professionals must take a longer look at what can be done to provide minority young people with a variety of opportunities to gain experience, gather knowledge and evaluate media career possibilities. Young people need to be told and to be shown early and often what it takes to make it in the mass media of today as well as tomorrow.

--The service side, the opportunity to make a world of difference, is something that should be emphasized over the paycheck.

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